

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here.
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 29 PM 12:37 Document Control Center Grants Administration </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Fort Worth Independent School District	220-905		
Vendor ID #	ESC Region #	DUNS #	
756001613	11	073177776	
Mailing address	City	State	ZIP Code
100 N University Drive	Fort Worth	TX	76107-1360

Primary Contact

First name	M.I.	Last name	Title
Tracy		Marshall	Executive Director – Grants
Telephone #	Email address		FAX #
817.814.2283	Tracy.marshall@fwisd.org		817.814.2285

Secondary Contact

First name	M.I.	Last name	Title
Miguel		Garcia	Director – Fort Worth After School
Telephone #	Email address		FAX #
817.871.3192	Miguel.garcia24@fwisd.org		817.871.3162

Part 2: Certification and Incorporation

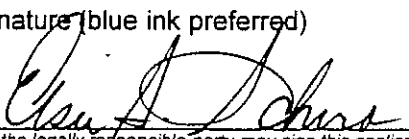
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Elsie		Schiro	Chief Financial Officer
Telephone #	Email address		FAX #
817.814.2281	Tracy.marshall@fwisd.org		817.814.2285

Signature (blue ink preferred)

Date signed
March 27, 2016

 3/28/16

Only the legally responsible party may sign this application.

701-16-102-100

Schedule #1—General Information (cont.)

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for school wide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grants Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially complete form. Amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The five highest-priority needs of the program include:

1. Improve Academic Performance
2. Improve School Day Performance
3. Improve Behavior
4. Improve Promotion Rates
5. Improve Graduation Rates

Currently Fort Worth After School (FWAS) operates at 85 community learning centers at FWISD elementary, middle and high school sites. The program is funded through three main sources of funding: Fort Worth ISD local revenue, City of Fort Worth and the Texas Education Agency (grants). FWAS long-term strategy includes sustaining the program through the addition of grant funds, funding from FWISD local revenue and City of Fort Worth/Crime Control and Prevention District. Last year, nearly \$430,000 of local funding was infused into the FWAS budget.

The project will provide at ten Title I FWISD schools including 5 high school campuses (Arlington Heights, Amon Carter, Polytechnic, Southwest and South Hills), 4 middle schools (Jacquet, International Newcomer Academy, Meadowbrook and Wedgwood) and 1 elementary school (Contreras) activities within the four activity components (academic support, enrichment, college and career readiness, and family engagement). Most campuses have more than 75% economically disadvantaged students and more than 76% at risk indicating they may lack opportunity to engage in fine arts and other types of activities during the afterschool hours as compared to their non-disadvantaged peers. Seventeen percent of students across the selected campuses are LEP and the percentages of student meeting standard on STAAR and STAAR EOC indicates an increased need for academic support. The services in this proposal will be supplementary to the existing resources and facilities, and work with them in a complimentary way, by providing expanded services to more students and their families.

The following schedule provides **36 weeks of programming at all proposed sites**. Program dates are as follows:

Fall Term: Sept 6, 2016 – December 15, 2016 (14 weeks) X 12 hrs./week = 168 hours (all sites)

Spring Term: Jan 9, 2017 – May 11, 2017 (16 weeks) X 12 hrs./week = 192 hours (all sites)

Summer Term: June 5, 2017 – July 13, 2017 (6 weeks) X 16 hrs./week = 96 hours. All sites.

Total of 456 hours of programming per year at all sites. This total also includes Summer term.

Individual start/ end times may vary as FWISD schools operate on three different time schedules (ES- 8:00 am – 3:00 pm, MS – 9:20 am – 4:20 pm, HS – 8:30 am – 3:30).

Individual sites will determine the daily activity schedule based upon the identified needs of the targeted student population and any other programming at the site. Nine (9) sites will be Site-Based sites. Each of these sites will employ a full time Site Coordinator. School staff and a selected number of Part Time hourly college students will fill the roles of program staff. One (1) site will be overseen by a contracted provider. Clayton YES will be responsible for hiring the Site Coordinator and will fill roles with school staff and PT hourly individuals.

1) Site coordinators and Family Engagement Specialists on all campuses will implement the **College and Career Readiness (CCR)** program model. The Site Coordinator will recruit students based on high FWISD Early Warning Index

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scores, maintain regular contact, and Family Engagement Specialist will assist with family advising and referrals on academic, personal, or home issues that affect a student's ability to be successful. Weekly small group college and career activity sessions with selected students will ensure that education maintains a vital issue for disengaged students, their teachers, and families. This model aligns to the "Check and Connect" evidence-based program, described by TEA/ICF as the only program which has had positive effects on Dropout Rate, Attendance, Credits, and Recovery. FWISD has had proven success with this concept through the United Way-funded Middle School Success Initiative. In its first two and one-half years, of the 1,291 targeted high-risk students 59% decreased absences and 67% decreased core course failures (or maintained zero).

2) **Evidence-based differentiated learning academic interventions in core subjects** on all campuses will be implemented in small group settings averaging six students with a highly qualified instructor, for a minimum of one hour per day, four days per week during the school year, and during the summer program. Using programs such as Think Through Math and Achieve3000, students will be pre-tested to determine current levels in reading, and will have personalized interventions designed to improve their understanding of the subject and performance on posttests. Coordination with school-day instructors will ensure that after school activities align to core course subjects. Numerous studies emphasize that the key to knowledge growth for students who are behind in achievement lies in personalized instruction in small-group settings that allow the student to see they are successful through ongoing monitoring and feedback. Creating a positive relationship with their tutor is important, as well as maintaining ongoing contact with school-day teachers and families. (Gordon, 2007; Fuchs 2008; Pierce 2010)

3) Students will also participate in **enrichment activities related to core subjects and curriculum** on all campuses led by highly qualified instructors such as science club, writing workshop; enrichment activities in the fine arts such as dance, music, painting, jewelry making; physical fitness and social development incorporating team and individual activities; life skills such as cooking and nutrition, gardening, financial planning and money management; workforce readiness activities such as technology skills, dressing for success; career exploration classes; and college planning focusing on admissions and financial aid and including college campus visits. Research shows that at all grade levels, high achievers spent more time in "high yield" out of school learning activities such as reading, studying, being tutored, playing with computers, attending after school programs and clubs, volunteering, doing a hobby and participating in organized sports (Clark, 2002; Klien, Bolus, 2002). External evaluation of FWAS and 21st Century ACE programming (Witt, 2008-2012) indicated that program participants performed significantly better on TAKS math and had more consistent school attendance. As reported by parents, participants were doing better on their homework, looked forward to going to school and were getting better grades. Additionally, among participants who were targeted for programming due to low attendance, school **attendance increases by participating in the FWISD's after-school program**.

Fort Worth ISD Board of Trustees supports the sustainability of the program and has provided support letters outlining their commitment to the project. FWISD is collaborating with a community based organization, Clayton Yes!, and numerous other community organizations, as part of the management plan for this project. The FWAS Director, Miguel Garcia, remains actively involved in day to day oversight of the project and supervising the management team outlined in the project as well as conducting community outreach to secure resources and services to aid FWAS student participants.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 220-905 Amendment # (for amendments only): _____

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017 Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,138,800	\$12,000	\$1,150,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$87,000	\$15,000	\$102,000
Schedule #9	Supplies and Materials (6300)	6300	\$67,000	\$1,000	\$68,000
Schedule #10	Other Operating Costs (6400)	6400	\$172,500	\$0	\$172,500
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,465,300	\$28,000	\$1,493,300
3% indirect costs (see note):			N/A	\$44,799	\$44,799
Grand total of budgeted costs (add all entries in each column):			\$1,465,300	\$72,799	\$1,538,099

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$90,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220-905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1	0	\$60,000
5 Site coordinator (required)	9	0	\$301,000
6 Family engagement specialist (required)	1	0	\$34,000
7 Secretary/administrative assistant	0	1	\$25,000
8 Data entry clerk			\$0
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist	0		\$0
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$420,000
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$400,500
25 6121 Support staff extra-duty pay			\$210,000
26 6140 Employee benefits @ 10%			\$120,300
27 61XX Tuition remission (IHEs only)			\$0
28	Subtotal substitute, extra-duty, benefits costs		\$730,800
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,150,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: <u>2200-905</u>		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	1 Contracted Provider at Wedgwood MS (Clayto YES)	\$60,000
2	1 Evaluator	\$15,000
3	\$3000 @ 9 Sites for various contracted providers (not to exceed \$10K)	\$27,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$102,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$102,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220-905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$68,000
Grand total:		\$68,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: <u>220-965</u>		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$15,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$150,000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$7,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$172,500
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$172,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220-905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	3254	26%	Attendance rate	93.8%
Hispanic	7693	61%	Annual dropout rate (Gr 9-12)	1.5%
White	1267	10%	Students taking the ACT and/or SAT	58.6%
Asian	239	2%	Average SAT score (number value, not a percentage)	1196
Economically disadvantaged	9125	72%	Average ACT score (number value, not a percentage)	17.8
Limited English proficient (LEP)	2183	17%	Students classified as "at risk" per Texas Education Code §29.081(d)	74.5%
Disciplinary placements	27.4	2.5%		

Comments

Part 1. Demographic, ED, LEP from district data – based on totals at program campuses. Attendance Rate, Disciplinary placements, Dropout, ACT, ACT obtained from 2014-15 TAPR.

Part 2. All data obtained from 2014-2015 TAPR – average across project campuses.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	15.9	25.0%	No degree	1	1.37%
Hispanic	10.0	15.4%	Bachelor's degree	50.2	69.9%
White	44.4	57.4%	Master's degree	20.1	27.9%
Asian	1.1	1.6%	Doctorate	0.6	0.8%
1-5 years exp.	20.5	28.6%	Avg. salary, 1-5 years exp.	50278	N/A
6-10 years exp.	15.5	21.6%	Avg. salary, 6-10 years exp.	53710	N/A
11-20 years exp.	19.0	27.7%	Avg. salary, 11-20 years exp.	56781	N/A
Over 20 years exp.	8.8	11.4%	Avg. salary, over 20 years exp.	68922	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220-905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		5	25	30	30	30	30	83	133	133	165	125	125	125	1039
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annually, each campus develops a Campus Needs Assessment (CNA) which identifies the academic, social, emotional, and behavioral needs of the current student population. Campus administrators design their Campus Improvement Plan based on their identified needs. The After School Program seeks to be an integral part of the plan by working closely with the campus administrative team and utilizing its resources to supplement the campuses efforts during the core day. The After School Program will work with campus administrators and teachers to track the academic, attendance, and behavioral progress of its participants in order to help them succeed. Members of the after school team will actively participate on their campus's Site-Based Decision Making (SBDM) team so that campus's and individual student needs can be addressed in a timely manner at the after school level.

A comprehensive community needs assessment was also conducted for each of the campuses proposed for this grant which will continue to assess students, families and campuses needs. In addition to the information gathered from FWISD Accountability and Data Quality Reports, the City of Fort Worth Police Department (**CFWPD**) provided crime statistics to determine neighborhoods showing the greatest need for the support this project will provide.

As a means of giving a voice to all the stakeholders benefitting from an after school program, students, Parents and Faculty Interest Surveys were disseminated which will assist with each after school team in designing its activity schedule to meet the needs and interests of the parents and students. These Interest Surveys will be updated every term so that the students and parents can take ownership in their campus's program. Each Spring, the Fort Worth After School Evaluation team will send out an extensive online survey to all participants from students, parents, teachers, campus administrators, and program staff so that the needs and constructive feedback can be shared. The results of this comprehensive survey will be included in the Cycle 9 Year-End Report. It will also ensure continuous improvement in programming which is responsive to participants and campuses needs.

The Family Engagement Specialist (FES) will be very instrumental in assisting with each after school team to identify and implement regularly recurring, literacy-based programming for the parents and families of the participants which will help meet the needs of each parent/family population. The FES will be an active participant in each campus's monthly meetings. The program needs and strategies will be discussed at the meeting. The FES will assist in communicating with the participants' parents through phone calls, mail-outs, and other communication methods.

The project schools are located in neighborhoods where youth are underserved. Provision of increased academic and cultural enrichment activities outside the school day continues to be identified as a major need by teachers, students, parents and community members. The Fort Worth Police Department has also identified the need for safe and consistent afterschool activities in Fort Worth underserved areas to prevent juvenile crime. They also support the FWAS program through participation on the **FWAS Coordinating Board** and through funding allocations via the Crime Control and Prevention District.

A recent study conducted with 3,267 middle school students in FWISD showed that responding students were spending over 50% of their afternoon time watching TV, on the telephone, or "hanging out." Students who were more active after school (in after school programs) were more likely to pass their state-mandated tests than the inactive students. In addition, teachers and principals estimate that over 60% of middle school students, and over 50% of elementary school students are without adult supervision after school. The study showed positive effects of after school programs as demonstrated by increases in academic achievement and regular school-day attendance by participants as compared to comparable students not participating in after school programming. 21st Century ACE programs also enhanced student perceptions of their school experience and their ability to be successful.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	<ol style="list-style-type: none"> 1) Provide targeted tutoring services 2) Increase student understanding of academic concepts via academic enrichment programs 3) Increase access to libraries and technology labs staffed by trained personnel 4) Provide access to knowledgeable adults for assistance with homework completion 5) Increase student commitment to academic achievement by providing opportunities for one-to-one relationships with teachers, staff and adults from the community through safe, structured after school activities
2.	Improve School Day Attendance	<ol style="list-style-type: none"> 1) Academic Liaison (AL) will lead development of programming that enhances school day programs by inclusion of reading, math and science skills in all program activities 2) Academic enrichment programming will be linked to TEKS as appropriate 3) FWISD Applied Research and Program Evaluation will participate in planning to allow for accurate measurement of results and ongoing adjustments 4) AL will assist students in setting achievable goals for improving academic skills and provide ongoing feedback to students/parents on progress towards those goals 5) Family Engagement Specialist will meet with parents and families of students with attendance issues as well as school staff to develop and assist with implementation of improvement plans
3.	Improve Behavior	<ol style="list-style-type: none"> 1) Provide culturally diverse programs responsive to student requests to ensure regular participation in program activities 2) Service learning opportunities that allow youth to contribute to their community and increase pride in community assets 3) Youth development programming to allow students to better understand themselves and the world around them 4) Provide youth with a safe place to be outside of regular school hours with positive and constructive activities 5) Maintain relationships with local CBOs, community leaders and law enforcement to ensure awareness of neighborhood/school dynamics and opportunities for positive impact
4.	Improve Promotion Rates	<ol style="list-style-type: none"> 1) Encourage participation of families in school activities by providing literacy programs such as GED completion programs 2) Provide opportunities for non-English speaking family members to communicate with the school personnel and encourage increased involvement in school activities 3) Provide opportunities for family enrichment activities to improve attitudes towards school and encourage academic development 4) Increase connection within the local community through classes, programs and service learning activities facilitated by local CBOs and community leaders
5.	Improve Graduation Rates	<ol style="list-style-type: none"> 1) Strengthen relationships with local universities, technical colleges and governmental agencies to expose students to a variety of education and career opportunities 2) Partner with community resources to offer career exploration programming 3) Encourage students to attend district college and career preparation events 4) Recruit volunteers locally to increase community investment in the school and its students

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Schedule #14—Management Plan

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree in education or related field, Preferred - Masters Degree in education or related field; Strong communication, public relations and interpersonal skills; Experience: Three years supervisory experience in an educational and/ or social work setting; Supervisory experience; Experience in fiscal/budget management, data reporting, and management information systems; Demonstrated competence in program development,
2.	Site Coordinator(s)	Bachelor's Degree in education or related field or 5+ years working with high risk youth; Strong organization and time management skills; Excellent communication skills; Microsoft Office, Ability to communicate in native language(s) of program recipients
3.	Family Engagement Specialist	Associates Degree in education or related field; Must be familiar with the community and support agencies; Must be adaptable to the needs of families in the program and able to work flexible hours including evenings;
4.	Evaluator	Evaluators have graduate level degrees in education or related areas, research/evaluation knowledge, experience with a variety of statistical tests, and the writing and oral communication skills necessary to provide evaluation services for the project.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance through targeted interventions	1. Ensure assigned homework completed	09/06/2016	05/11/2017
		2. Identify students for tutorials	09/06/2016	05/11/2017
		3. Enroll students in Middle School Success	09/06/2016	05/11/2017
		4. Participate on all summer programming	06/05/2016	07/13/2017
		5. Visit local universities	09/06/2016	07/13/2017
2.	Improve School Day Attendance	1. Assess data for targeted students w/key staff	08/11/2016	08/12/2016
		2. Monitor Early Warning Index (EWI) for progress	09/06/2016	05/11/2017
		3. Develop recognition events obtaining goals	09/06/2016	09/30/2016
		4. Adult mentors	09/06/2016	07/13/2017
		5. Attendance incentives	09/06/2016	07/13/2017
3.	Improve Behavior	1. Create small groups w/ Intervention Specialist	09/06/2016	05/11/2017
		2. Recognition of goals/ every six weeks	09/06/2016	05/11/2017
		3. Mentors and guest speakers	09/06/2016	07/13/2017
		4. Visit corporate organizations for incentive	06/05/2017	07/13/2017
		5. Secure guest speakers for summer programs	04/01/2017	07/13/2017
4.	Improve Promotion Rates	1. Monitor EWI for academic progress	09/06/2016	05/11/2017
		2. Provide parents with skills to help students	09/06/2016	07/13/2017
		3. Provide parents with GED programs	09/06/2016	07/13/2017
		4. Review progress reports and report cards	09/06/2016	05/11/2017
		5. Service learning activities with community	09/06/2016	07/13/2017
5.	Improve Graduation Rates	1. Align with Programs of Choice on campuses	09/06/2016	07/13/2017
		2. Speakers/mentors from community, colleges	09/06/2016	07/13/2017
		3. University campus visits/tours	09/06/2016	07/13/2017
		4. Monitor EWI for academic progress	09/06/2016	05/11/2017
		5. Review progress reports and report cards	09/06/2016	05/11/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

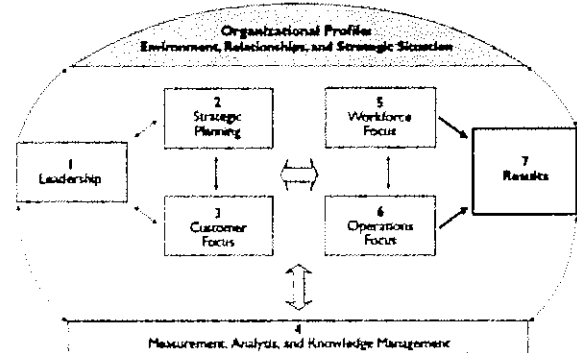
County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the fall of 2013, FWISD embraced the Malcolm Baldrige Model which uses validated, leading-edge management practices against which the organization can measure itself. A key component of the Baldrige Model is the use of the PDSA Cycle for Quality Improvement (QI). PDSA stands for *Plan, Do, Study, Act*. The FWAS Director will develop a 2016-2017 Action Plan to outline the major goals, strategies, activities and performance measures of all major projects under his supervision in the department including the plan for implementation and monitoring of Cycle 9 strategies. Quarterly, the grant management team will review progress toward Cycle 9 project goals, evaluation measures and data, opportunities for improvement and conduct PDSA for corrective action as needed. Staff will conduct root cause analysis using the Five Whys to support action plan efforts. SMART goals are required in department plans including leading and lagging measures. All changes to the goals and objectives will be communicated to stakeholders during staff meetings, parent and community members meetings as well as on department websites and other normal communication channels.

**Baldrige Criteria for Performance Excellence Framework
A Systems Perspective**



Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Fort Worth After School operates at 85 community learning centers at FWISD elementary, middle and high school sites. After school funding is supported through many different funding streams. However, the program is funded through three main sources of funding: Fort Worth ISD, City of Fort Worth, and the Texas Education Agency (21st Century ACE). The FWISD Grant Development, Management and Monitoring Department actively seeks grant opportunities and assists the campus and FWAS staff in coordinating these funds and maximizing their positive impact on students' academic performance. FWAS long-term strategy includes sustaining the program through additional grant funds and funding from the FWISD, City of Fort Worth/Crime Control and Prevention District. The half-cent sales tax allocation, renewed by voters in 2014, is justified through the demonstration of reduced levels of juvenile crime. The FWISD Grants and Development Department will continue to work year round to identify additional after school funding sources including the FWISD Education Foundation. Last year, nearly \$428,000 of local funding was infused into the Fort Worth After School budget in 2014, with Board approval, to support programming in which federal grant funds were no longer available.

Specific actions planned for 2016-2017 include: Application for additional funds through the Governor's Office Juvenile Justice program to supplement services to at-risk students, and application to local and national foundations such as Target Foundation and United Way for supplemental support.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre-Post Tutoring Assessment; Sem 1 – Sem 2 Passing Rate Comparison; STAAR passing	1.	Score increase from pre to post on benchmark or other assessment
		2.	Increase in core course passing rates from Semester 1 to Semester 2
		3.	Increase in # and % of students meeting STAAR standards by grade level
2.	Sem 1 - Sem 2 attendance comparison	1.	Improved school attendance from Sem 1 to Sem 2
		2.	
		3.	
3.	Sem 1-Sem 2 discipline referral comparison	1.	Decrease in discipline referrals from Sem 1 to Sem 2
		2.	
		3.	
4.	Descriptive count of # and % of students promoted and comparison to prior year	1.	Increase the number of students promoted at the end of the school year
		2.	
		3.	
5.	Descriptive count of credits earned and students on track for on-time graduation	1.	Increase the number of students earning course credit and on track
		2.	Increase in campus graduation rate compared to prior year
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses involved in the project will adhere to the required entry of data into the TX21st data collection system. Data captured in the TX21st system include program enrollment and attendance, pre-post tutoring assessment data, core course grades, count of enrolled courses, count of passed classes, discipline referrals (criminal and non-criminal), and promotion data. To ensure that academic data (grades, school attendance, and discipline) are entered accurately, student data are exported from TX21st and matched to district data files. Student updates are uploaded to TX21st at the end of each semester. In addition to the required data, the evaluation includes feedback from all stakeholders (principal, classroom teachers, program staff, students, and parents). The Project Director conducts site observations to ensure utilizing that programs are adhering to planned activities and implementation fidelity. Utilizing the Texas ACE Independent Evaluation Guide, each campus completes a logic model for their program during a training session with the evaluator. Two mid-year sessions are held by the evaluator to review implementation practices and school alignment (Interim Report I) and Outputs: Activities and participation (Interim Report II). During these sessions, the focus is identifying successes as well as any issues and creating action steps to improve, refine, and strengthen the program. During the Interim Report II session, academic data are also shared with site coordinators to allow program staff to focus on those academic areas where students are showing progress (school attendance, core course grades). All participation and academic data included in the evaluation report are exported directly from the TX21st and used for all analyses. Surveys are conducted in the spring. Once analyses are conducted, the evaluator meets with any available site supervisors, academic liaisons, or program managers to discuss results, clarify any areas of concern, and gather additional feedback that may provide context for the outcomes. Reports are prepared following the recommended table of contents outlined in the Texas ACE Independent Evaluation Guide and each campus receives a report on their program. Reports are sent to the Fort Worth After School program director and disseminated to appropriate stakeholders, including community partners, funding entities, and district leadership. At the beginning of the school year, a session is held with all site coordinators and other program staff to review the reports during program planning and training. The Fort Worth After School program operates all programs with a continuous improvement mindset and regularly uses data to ensure student success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities at each center will be centered around the four key components of the grant: Academic (tutoring and homework help), Academic Enrichment (core subject TEKS embedded with intentionality in the activities), College & Career Readiness, and Parent/Family Involvement (with an emphasis on literacy-based activities). In addition, activities will be designed to promote social and emotional development, such as community service activities, and leadership classes led by intervention specialists.

The after school team at each center will work closely with its campus's administrators, to ensure that the activities are aligned with the identified needs of the student population. Tutoring will be geared to address the specific academic needs of each center's student population. The campus's after school team will use tools such as the current Campus Needs Assessment and the Campus Improvement Plan to identify those needs. The team will communicate closely with the teachers to align after school activities with core day lessons, as well as to determine student academic progress. Teachers will be encouraged to participate in the implementation of the after school activities. The FWISD Early Warning Indicator will help identify students most in need of the program's services, and those students will be targeted for enrollment in the program. The after school team will also recruit participants based on referrals by counselors and the campus administrative team. In addition, a campus administrator, preferably the Principal, will be encouraged to actively participate in the team's Monthly Meetings, where the team discusses specific issues and how the program can assist in addressing those issues with its resources.

So that transportation will not be an issue limiting or preventing a student's participation in the program, bus transportation will be provided at the program's conclusion each day throughout the school year, and to and from the campus during the summer.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWAS currently utilizes multiple strategies to market the program and encourage community support or sustainability. In addition to signage, letters and flyers sent to student homes (English & Spanish), and targeted telephone recruiting, FWAS has implemented the activities below which will be incorporated in the marketing plan to provide regular and on-going communication of the after-school program to the wider community:

- Website – This website has pertinent information regarding the program such as historical beginnings, FWAS locations, types of programming, hours of operation, operating imperatives and contact information.
- Newsletter – The infographics is distributed to all City Council, Board of Trustees members, senior FWISD staff and prominent advocacy groups, neighborhood associations, local churches and other vital stakeholders i.e. elected officials.
- Brochure – This attractive brochure will be mailed to stakeholders such as prominent business and community leaders.
- Speaker's Bureau – FWAS staff is available to present program statistics and vital information to local non-profit groups and governmental agencies.
- External Evaluation – The evaluation has been disseminated to many different organizations. This document contains valuable information regarding the significance and the impact of after school programs. Vital statistical data such as program demographics and achievement rates among all program participants are a part of this document. The evaluation has been constructed so information can be extracted with ease and provides justification for future funding.
- Lights On! Afterschool – FWAS hosts a major art display in high-visibility areas of Fort Worth. The purpose of the event is to raise public awareness of the importance of after school programs.

FWAS program information has been included in the social media through the Fort Worth Chamber Commerce's Strategic Pathways Model, United Way literature and SPARC (Strengthening afterschool Programs through Advocacy, Resources and Collaboration).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities developed for 21st Century ACE programs at selected centers are designed to meet identified student needs at each center. While student needs vary across each campus, each center will provide activities within the four activity components (academic support, enrichment, college and career readiness, and family engagement). Activities are developed to ensure progress toward 21st ACE program objectives – improving academic performance, school day attendance, behavior, promotion rates, and graduation rates. Currently, school day attendance rates at the selected sites range from 91% to 96%. Low attendance is consistently associated with failing grades and dropout. Engaging activities such as robotics, video production, guitar lessons, or martial arts allow students opportunities that they may not have access to during the regular school day or in their neighborhood. Most campuses have more than 75% economically disadvantaged students and more than 75% at risk students indicating they may lack opportunity to engage in fine arts and other types of activities during the afterschool hours as compared to their non-disadvantaged peers. These types of activities engage students and allow them to explore interests. District reports on prior afterschool programming illustrate success in increasing school day attendance and mitigating poor classroom behavior by introducing students to new and challenging experiences. On prior afterschool surveys conducted in the district, students indicate having a voice and a choice in activity selection and planning, and enjoy the activities offered. Academically, many of the students struggle. Seventeen percent of students across the selected campuses are LEP and the percentages of students meeting standard on STAAR and STAAR EOC indicate an increased need for academic support. By aligning program activities to the school day and incorporating core content (TEKS) in intentionally designed enrichment, students are exposed to practical application of knowledge/skills taught during the regular school day. Fostering communication with parents, teachers, the principal, and program staff provides staff with an opportunity to have meaningful dialogue about the students' progress academically and behaviorally. Collecting data at regular intervals, monitoring program implementation and staff/student engagement through observation, and conducting feedback sessions and focus groups allow the project staff to make changes to activities as needed to ensure progress toward student outcomes and overall success.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The services in this proposal will be supplementary to the existing resources and facilities, and work with them in a complementary way, by providing expanded services to more students and their families. Existing local, state, and federal resources include: Fort Worth After School, 21st Century ACE, Family Resource Centers, Title I funding, FWISD Adult Education Department, City of Fort Worth, Governor's Office Juvenile Justice Programs, United Way, Texas Christian University, Texas Wesleyan University and SPARC. FWISD is seeking community support and resources for continuation of program activities. Principals and SBDM's at each school were involved in planning and have participated in researching options for continuation. Fort Worth After School is the manager of the 21st Century ACE programs for FWISD, and the Coordinating Board, composed of FWISD and City officials, is playing a major role in planning and funding the program's future. Staff from the FWISD Grant Development, Management and Monitoring department facilitates regular meetings with school administration, FWAS staff, and managers of complementary local, state and federal grant funds to ensure coordination of funding and programming that will maximize the positive impact upon the students, their families, the school and the local neighborhood. FWAS team members have demonstrated success with the recruitment of more than 175 organizations to assist with programming in a vast array of programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1) How the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities? Multiple strategies were used to assess needs. An initial data review was conducted from the FWISD 2014-2015 PEIMS Fall Collection Reports; FWISD Evaluation Reports; Early Warning Index (EWI), Fort Worth Police Department (FWPD) and local community leaders to determine eligible schools with greatest need for the project. Using the PRIME Blueprint, individual interviews were conducted at each selected campus staff. School staff reviewed Faculty/Student/Parent surveys and Site-Based Decision Making team minutes for recommendation of program needs. The schools in this application all indicated need for safe, supervised activities outside of school hours especially for middle school age students. STAAR test results and disciplinary data at these schools show the need for targeted academic intervention.

2) References to evidence-based research that supports the design of the program or activity.

All activities will be designed to meet the milestones, objectives and performance measures as outlined in the RFA. Tools from the PRIME Blueprint will be used and customized. The FWISD Evaluation staff designed the evaluation plan to include a formative evaluation component that encompasses each step of the program. The design includes the collection of data that will aid the project director and staff to improve, re-design and fine-tune the program. Several areas provide data for formative evaluation: 1. Tracking attendance. This allows the staff to modify program activities and recruitment efforts as problems are identified. 2. Site Visits. These visits assess the quality, type and level of services actually provided to the target population utilizing an objective, standardized format. 3. Focus Groups and Meetings. Focus groups and meetings will be conducted with site principals, CBO partners, program staff, and/or parents of student participants to assess program planning, implementation and evaluation and to discuss implications for program improvements. 4. Satisfaction Surveys. Student and parent participant surveys will be distributed in order to monitor participants' perceptions of the quality and impact of the program activities. 5. Feedback reports. The evaluation team will prepare feedback reports that include results/summaries of all evaluation activities. 6. Student Data Safety: FWISD Evaluation will follow all necessary laws to protect student education records.

3) A summary of the plan to collect local data for continuous assessment and local program evaluation. Through this grant, evidence-based interventions in core subjects will be used in a small group setting averaging six students with a highly qualified instructor, for a minimum of one hour per day, four days per week during the school year, and during the summer program. Students will be pre-tested to determine current levels in reading/math, and have personalized interventions designed to improve their understanding of the subject and performance on post-tests. These research-based programs aligned to curriculum will be used, including an emphasis on coordination with school-day instructors. Numerous studies emphasize that the key to knowledge growth for students who are behind in achievement lies in personalized instruction in small-group settings that allow the student to see they are successful through ongoing monitoring and feedback. All local data supports the fact that 21st Century ACE participants have improved attendance rates. FWAS collects data and monitors student performance on a continuous basis utilizing TX 21st data entry system and FWAS web-based data management system. An annual summative evaluation allows the program to note areas of strengths and areas of concern. Every year since program inception, FWAS conducts a two week feedback session in mid-June that involves program stakeholders including school administration, school staff, program team members, parents and students to review, discuss and implement program revision.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

FWAS meets the statutory requirement for the priority points based on its partnership with Clayton YES! and numerous other community organizations. Clayton YES, a highly qualified community-based organization, will continue to manage daily operations at one of the 21st Century ACE sites. Clayton YES has been responsible for daily program delivery at Wedgwood Middle School for the past five years. School administration and staff has been extremely pleased with program outcomes. Some of the outstanding programs include robotics, water robotics, chess club, stock market club, cheerleading and one act plays. In addition to these enrichment activities, Clayton has also done an admirable job of securing teachers to provide targeted academic interventions. Students receive well rounded tutorial assistance and homework completion from school staff. This has resulted in improved academic performance but also positive behavioral outcomes as students and staff create positive relationships outside of traditional school time. Parents and students have indicated that everyone at this school benefits from this relationship as the educator is viewed as a "real" person.

Clayton YES! has multiple years of experience partnering with FWISD and FWAS in both general funded and 21st Century ACE funded sites. They have proven to be a reliable partner. FWISD will provide student data as required to meet recruiting, reporting and evaluation requirements; support site staff with training opportunities; and all reports will be submitted on time to TEA. In addition to Clayton YES, FWAS partners with local universities to provide unique academic and mentoring opportunities. Partners include: Texas Christian University, Texas Wesleyan University, Tarrant County College, University of North Texas (Denton, TX) and University of North Texas Health Science Center (Fort Worth, TX).

FWAS program Director (locally funded) remains actively involved in community outreach and participates as a Board member of several local non-profit organizations including YMCA Camp Carter and Child Care Associates (CCA). Through this participation the Director has been able to secure resources and services to aid FWAS student participants. An example is the partnership between FWAS and Camp Carter to host the annual culminating event – FWAS Leadership Camp that serves as recognition for two students at each of the 85 sites. For the next two years, the camp will be underwritten through a generous donation (\$30,000) from the 1Thing Better Foundation. FWAS also continues to work with SPARC and the Weikart Institute to improve the quality of youth programming. The latter has been made through a grant from the Wallace Foundation to the City of Fort Worth. Numerous local organizations also assist with programming. A sample of services provided are environmental engineering, dance (multiple forms), theater, and media, drum lines, debate, rugby, choral and many others.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive community needs assessment was conducted for each school using multiple strategies that will continue to be used to assess student, family and campus needs. An initial data review was conducted using data from the FWISD 2014-2015 TAPR Report: FWISD Evaluation Reports; City of Fort Worth Police Department (FWPD) crime statistics to determine neighborhoods with greatest need for the project. Individual interviews were conducted at each selected campus with **administrators, instructional staff, and after school program personnel**, when applicable. Input was received from **community-based organizations** working in the identified neighborhoods and the feasibility of future partnerships was explored. Additionally, **district staff** reviewed **Faculty/Student/Parent surveys**, and information from **Site-Based Decision Making teams** in making their recommendations of the neediest campuses. In schools already participating in 21st Century ACE programs, review of the 2014-2015 annual needs assessments were utilized to identify continuing needs caused by high mobility rates and changing demographics. Upon award of the grant, Site Coordinators and the Family Engagement Specialist will offer opportunities during planning periods and throughout the program year for **parents, students, CBO and school personnel** to communicate needs, share ideas and give constructive feedback regarding programming. In addition, end of year **student and family surveys** will be supplemented by **teacher and administrator survey data** to ensure **continuous improvement in programming responsive to participant and campus needs**.

All FWAS sites benefit from internal resources such as full access to school facilities including computer labs, science labs, gyms, tech labs and classrooms. FWAS programs also utilize resources provided through FWISD departments such as:

- Health and Nutrition – Nurses provide extra screenings and Parent information classes
- Physical Education – Climbing walls, various equipment for students, Family wellness programs
- Adult Education – Family literacy, GED classes
- JROTC & ROTC – Leadership courses for students
- Fine Arts - students participate in choral, instrumental and visual art projects
- Parent Engagement – Cross-training opportunities for FES, Parenting classes
- Middle School Success Initiative – Mentoring and mid-level case management for select students
- Advanced Academics – Scholarship and collegiate opportunities
- Intervention Specialists - Small group therapy

FWAS has worked diligently to foster working relationships with organizations and individuals to create utilize external resources to assist with development of engaging programming. An annotated list includes:

- City of Fort Worth Departments – Parks and Community Centers, Library, Police, Fire, Environmental, City Managers
- Tarrant County – Public Health, Family Services, Juvenile Services
- Local Universities – TCU, Texas Wesleyan, University of North Texas, UTA
- Local non-profits – One Safe Place, United Way, All Church Home
- Faith Based Community

FWAS will continue to seek opportunities within the community to provide high quality, rigorous programming for students and families.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Worth After School (FWAS) has provided high quality academic and social enrichment programming before, after, and summer school for 15 years and has positively impacted the academic and social development of over 60,000 students. The mission of FWAS is to provide quality, needs-based before and after school programs in a safe environment that result in educational, physical and social development for elementary, middle and high school students. The primary goals developed by the FWAS Coordinating Advisory Board are to promote educational competence for FWISD students, promote healthy physical and social development for students and their families, and to reduce juvenile crime.

Currently, FWAS serves over 12,500 students at 85 campuses on a daily basis. FWAS's focus on enhancing academic performance, achievement and positive social development through before and after school programming has generated measurable positive results as demonstrated through external evaluation. In 2014/2015 data (Harrist/King, 2015) classroom teachers reported 61% of the poor performing students participating in after school programming now perform at a satisfactory level and 65% of the participants in math, reading, or science tutoring demonstrated increased proficiency (pre/posttest). In addition, students, parents, staff, classroom teachers, and principals continue to rate the program highly across multiple indicators (averaging 3.0 and above on a 4.0 scale). Each cycle has met or exceeded multiple performance targets each grant year as indicated on TEA End of Year Reports.

FWAS has collaborated with the Districts Middle School Success Initiative (MSSI) to provide additional opportunities for middle school participants. MSSI provides case management for selected middle school participants and provides targeted intervention. Some of the locally funded after school sites have begun to collaborate with this sister program. Cycle 9 middle school sites will collaborate when possible. High school sites will incorporate programming that relies on FWAS program standards that have been demonstrated to provide positive academic, improved school day attendance and improved behavior outcomes in addition to positive social and emotional outcomes.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWAS team members actively recruit volunteers for participation for all facets of programming. During the 2015-2016 school year, FWAS will have had volunteers or received in-kind donations from over 175 companies, faith-based organizations, governmental entities, neighborhood associations and local clubs/ affiliates. Organizations such as Catholic Charities and World Relief regularly provide parenting classes for recent immigrants and limited English individuals. City of Fort Worth (CFW) personnel volunteer in large numbers across the program. CFW Police Department, Fire Department, Environmental and Water departments are frequent volunteers at many sites.

Senior volunteers are recruited to participate in programs at FWAS sites. The award-winning chess program at Wedgwood MS is coordinated by a senior volunteer. Alan Wolfskill can be found at the campus most afternoons plying his trade and imparting knowledge of the game with the students.

FWAS will continue to seek senior volunteers as well as current members of the workforce that assist with providing practical knowledge to FWAS participants. Site coordinators and school staff will increase efforts to recruit qualified senior citizen volunteers through local community groups, service organizations and non-profits. Family Engagement Specialists will work with senior family members to assist with their involvement at the campuses, and ensure that they receive training and support to be fully integrated into the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Based on positive evaluation findings, FWISD is committed to the sustainability of gains made through Texas 21st Century Community Learning Center activities. In the past, the District has been successful in identifying funding sources to support sustainability of grant funded projects. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. The Executive Director of Grants and Development, will lead the search for funding to support aspects of the project that require ongoing funding. The Assistant Superintendent of Student Support Services and the Director of Fort Worth After School will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends.

Eight of the nine elected Fort Worth ISD Board of Education members have provided signed letters of support for sustainability of after school programming. Please see attachment for all letters with original signature. The one sustaining board member was not available due to illness.

Currently Fort Worth After School operates at 85 community learning centers at FWISD elementary, middle and high school sites. After school funding is supported through many different funding streams. However, the program is funded through three main source of funding: Fort Worth ISD, City of Fort Worth and the Texas Education Agency (Texas 21st Century Community Learning Centers).

The FWISD Grants Development, Management and Monitoring Department actively sees grant opportunities and assists the FWAS staff and campus in coordinating these funds and maximizing their positive impact on students' academic performance. FWAS five year strategy includes sustaining the program through additional grant funds and funding from FWISD, city of Fort Worth/Crime Control and Prevention District. The half-cent sales tax allocation, renewed by voters in 2014, is justified through the demonstration of reduced levels of juvenile crime. With Board support, the FWISD Grants and Development Department will continue to work year round to identify additional after school funding sources. Last year, nearly \$428,0000 of local funds were infused into the Fort Worth After School budget, with Board approval, to support programming at campuses in which federal grant funds were no longer available. The district has organized a cross-functional team of internal stakeholders who meet regularly to discuss ways in which to consolidate resources and plan for future budgetary requirements. Through these discussions and information sharing, projects are leveraged as much as possible to maximize the impact of available dollars. In addition, the stakeholders discuss ways to increase district efficiencies to ensure duplication of services are not occurring at target campuses. The Director of FWAS is a key member of the cross-functional team and attends every meeting to keep abreast of budget planning and execution at the district level.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over fifteen years of previous district experience with after school academic enrichment programming has created a strong network of community partners who are committed to offering a wide range of programs and a number of volunteer hours in these high need schools. Involvement of students, families and community groups in the program development will encourage participation and ensure the staff's awareness of community needs and perceptions regarding the program. The Project Director, Site Coordinators, Family Engagement Specialists, and Academic Liaisons will continue to reach out to both existing and potential community-based collaborators with a goal of increasing opportunities for collaboration and volunteering, improving program design and enhancing 21st Century ACE offerings for students and their families.

An additional resource for obtaining feedback is the FWAS Coordinating Board, which consists of 13 representatives from a number of public and non-profit agencies. Representatives are: FWISD Assistant Superintendent of Student Support Services, CFW Assistant City Manager of Safety and Security, Chief of Police, Executive Director Parks and Recreation, FWISD Assistant Superintendent of Learning Networks, FWISD Director of Student Discipline, FWISD Executive Director of Athletics, Executive Director Library Services, Tarrant County Director of Juvenile Services, President of Safe City Commission, FW Chamber of Commerce Go Center Coordinator, United Way EVP of Community Development and Tarrant County Workforce Solutions Director. This group regularly reviews program evaluation data, makes recommendations, monitors the budget and attends FWAS events. Regular FWAS Coordinating Board meetings are publicized and open to the public and community organizations for feedback, suggestions and questions regarding FWAS programming. The Fort Worth City Council and the Fort Worth Board of Trustees meets annually to discuss the FWAS program.

FWAS uses many methods to create community awareness of the programs offered. In addition to local outreach and advertising through flyers and media presentations, FWAS sponsors and/or participates in several city-wide events to raise awareness all across the community. An example, Showcase of Stars, has proven so successful with the community that it has outgrown several venues. This annual event honors program participants and highlights the achievements of FWAS programs and participants.

As indicated above, FWAS has a strong community advisory board in place. In addition to monitoring the programs and making recommendations, the FWAS Coordinating Board monitors the effectiveness of FWAS programs through regular data review and cooperative funding of external evaluation by Dr. Chris Harrist of Texas A&M University.

Additionally, the Site Based Decision Making Team at each campus, composed of school staff, families, and community stakeholders, receives regular reports and is provided opportunities for feedback on FWAS activities and programs.

FWAS' long-term strategy includes sustaining the program through additional funds from the CCPD, FWISD and grant programs. This funding is monitored by the Coordinating Board. The Coordinating Board services are a vital resource in this program's strategic planning for a sustainable future. Coordinating Board meetings are held regularly, are open to the public, and invite input from community groups, non-profits and other stakeholders. The Director of FWAS (whose salary is not paid with 21st Century ACE funds), will be the primary contact with the Coordinating Board and will submit an operations plan annually upon continuation application that provides the activities, steps and processes that will be implemented to address the current year strategic plan. All of these efforts will support the sustainability of FWAS programming.

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD will hire the required full-time positions: A Project Director and Family Engagement Specialist to serve ten sites, and Site Coordinators for each of the 9 sites submitted in this application. Clayton YES, as the contracted provider at Wedgwood MS, will be responsible for securing the final Site Coordinator. Communication and ongoing training plan for each member of staff includes: The Director of FWAS (a position paid through FWISD local funds) will monitor the data entry process and will be ultimately responsible for the accuracy and timeliness of reporting. With the aid of FWAS staff, FWISD Evaluation will gather the required data, compile the required reports and ensure that the reports are submitted by the TEA deadlines. The Director of FWAS provides oversight and support of all training and communication for grant staff.

The Project Director will oversee and assist with the data entry process ensuring that all required data is entered by established deadlines and providing additional training and support as needed. The Project Director will also observe site operations through unannounced site observations, record observations on a standardized assessment and review areas of success and areas in need of improvement with site and school leadership on a regular basis and will conduct home visits and follow up calls. In Year 1, the Cycle 9 Project Director will receive training from TEA at the state meeting. Site Coordinators will be responsible for ensuring that registration information and daily attendance records for each 21st Century ACE activity are maintained and entered into the FWAS database in a timely manner. Established data quality and processes to protect confidential student information and education records according to the Family Educational Rights and Privacy Act (FERPA) will be followed. Site staff will be fully trained in reporting requirements and will enter all activities using proper coding for the required reporting. Site Coordinators will be responsible for implementation of any required pre- and post- tests, and completion of requested surveys for submission to FWISD Evaluation.

In Year 1, the Family Engagement Specialists (FES) will attend the FES Training at the state conference (location and date TBA). The Family Engagement Specialist will be responsible for ensuring that students and families are actively involved with the programs, making home visits and coordinating between family and school personnel in both the academic and intervention areas. In addition to their normal duties of arranging for a wide variety of family engagement activities, the FES will be responsible for assisting with integration of those students at highest risk of JJAEP/DAEP intervention into the FWAS program, including follow-up with students who are absent, and working with families to see the long-term life implications of school attendance and academic success.

All three positions described above will participate in 40 hours of professional development throughout the year. The Site Coordinators will also receive a 3 hour database refresher training. The FWISD/United Way Middle School Success Intervention program will provide additional training and guidance related to working with high-risk students and involving families and schools in cultivating a culture of college and career readiness.

Each Academic Liaison will be responsible for tracking participant data in the Early Warning Index to ensure that the students most at risk of failure are recruited into the program. Working with the Site Coordinator and Family Engagement Specialist the Academic Liaison will encourage these students to maintain involvement in 21st Century ACE programming, provide ongoing feedback on all students in need of extra academic assistance, and ensure that programming is aligned to school-day educational goals

In August 2013, FWISD began work on a comprehensive plan based on the Baldrige Model of Performance Excellence with the following seven values: Student Achievement; Stakeholder Collaboration; Leadership Development; Respect for Diversity; Equity in Access; Perseverance & Commitment; and Continuous Improvement. With its mission *Singleness of Purpose*, FWISD ensures that all actions and resources are aligned to *prepare students for college, career and community leadership*. These values are embedded into the programming at each of the 21st Century ACE campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Carter Riverside High School		
9 digit campus ID#	220-905-001	Distance to Fiscal Agent (Miles)	4.6 miles
Grade Levels to be served (PK-12)	9 - 12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Arlington Heights High School		
9 digit campus ID#	220-905-002	Distance to Fiscal Agent (Miles)	3.7 miles
Grade Levels to be served (PK-12)	9 - 12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			20
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: South Hills High School		
9 digit campus ID#	220-905-003	Distance to Fiscal Agent (Miles)	12.7 miles
Grade Levels to be served (PK-12)	9 - 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Polytechnical High School		
9 digit campus ID#	220-905-009	Distance to Fiscal Agent (Miles)	7.1 miles
Grade Levels to be served (PK-12)	9 -12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 **Center Name: Southwest High School**

9 digit campus ID#	220-905-014	Distance to Fiscal Agent (Miles)	11.9 miles
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Grade Levels to be served (PK-12)	9 - 12
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6 **Center Name: Meadowbrook Middle School**

9 digit campus ID#	220-905-052	Distance to Fiscal Agent (Miles)	7.8 miles
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Grade Levels to be served (PK-12)	6 - 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	20

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name: Jacquet Middle School**

9 digit campus ID#	Distance to Fiscal Agent (Miles)	Distance to Fiscal Agent (Miles)	13.2 miles
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Grade Levels to be served (PK-12)	6 - 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100

Number of Adults (parent/ legal guardians only) to be served:	20
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name: Wedgewood Middle School**

9 digit campus ID#	220-905-060	Distance to Fiscal Agent (Miles)	11.7 miles
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Grade Levels to be served (PK-12)	7 - 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100

Number of Adults (parent/ legal guardians only) to be served:	20
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9 **Center Name: International Newcomer Academy**

9 digit campus ID# 220-905-062 **Distance to Fiscal Agent (Miles)** 6.5 miles

Grade Levels to be served (PK-12) 7 - 12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	85

Number of Adults (parent/ legal guardians only) to be served:	15
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10 **Center Name: Alice Contreras Elementary**

9 digit campus ID# 220-905-220 **Distance to Fiscal Agent (Miles)** 5.5 miles

Grade Levels to be served (PK-12) Pre -K - 5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150

Number of Adults (parent/ legal guardians only) to be served:	30
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Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Schools were selected based on high need, reflecting high numbers of students at risk of dropping out before graduation due to failing core subjects. At-risk students who have been identified with a high Early Warning Index score within the FWISD Dropout Prevention Early Warning System is one source for identifying students for services. Priority is given to students with a high core course failure rate, high student absence rate, and identified by school administrators, faculty and counselors as having an extreme circumstance of dropout. Many of these students face barriers to success, such as lack of family support, adult participation in the educational process, and high rates of economic disparity. Teachers and staff coordinate with FWAS staff to assist students needing tutoring or additional academic assistance, as well as enrichment activities that encourage student attachment to the school. FWAS staff actively recruit students who are listed in the Early Warning Index as vulnerable for academic challenges and risk for dropping out of school. This program is coordinated with school wide programs as part of the campus educational improvement plans and overall District Improvement Plan.

FWISD had adopted the Texas Accountability Intervention System (TAIS) for both the district level Comprehensive Needs Assessment (CNA) and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides campus staff with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. FWAS staff used the CNA tool to focus on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organizations; and technology

Currently Fort Worth After School operates at 85 community learning centers at FWISD elementary, middle and high school sites. After school funding is supported through many different funding streams. However, the program is funded through three main source of funding: Fort Worth ISD, City of Fort Worth and the Texas Education Agency (Texas 21st Century Community Learning Centers).

The FWISD Grants Development, Management and Monitoring Department actively sees grant opportunities and assists the FWAS staff and campus in coordinating these funds and maximizing their positive impact on students' academic performance. FWAS five year strategy includes sustaining the program through additional grant funds and funding from FWISD, city of Fort Worth/Crime Control and Prevention District. The half-cent sales tax allocation, renewed by voters in 2010, is justified through the demonstration of reduced levels of juvenile crime. With Board support, the FWISD Grants and Development Department will continue to work year round to identify additional after school funding sources. Last year, nearly \$428,000 of local funds were infused into the Fort Worth After School budget, with Board approval, to support programming at campuses in which federal grant funds were no longer available. The district has organized a cross-functional team of internal stakeholders who meet regularly to discuss ways in which to consolidate resources and plan for future budgetary requirements. Through these discussions and information sharing, projects are leveraged as much as possible to maximize the impact of available dollars. In addition, the stakeholders discuss ways to increase district efficiencies to ensure duplication of services are not occurring at target campuses. The Director of FWAS is a key member of the cross-functional team and attends every meeting to keep abreast of budget planning and execution at the district level.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following schedule provides **36 weeks of programming at all proposed sites.** Program dates are as follows:

Fall Term: Sept 6, 2016 – December 15, 2016 (14 weeks) X 12 hrs./week = 168 hours (all sites)

Spring Term: Jan 9, 2017 – May 11, 2017 (16 weeks) X 12 hrs./week = 192 hours (all sites)

Summer Term: June 5, 2017 – July 13, 2017 (6 weeks) X 16 hrs./week = 96 hours. All sites.

Total of 456 hours of programming per year at all sites. This total also includes Summer term.

Individual start/ end times may be vary as FWISD schools operate on three different time schedules (ES- 8:00 am – 3:00 pm, MS – 9:20 am – 4:20 pm, HS – 8:30 am – 3:30).

Individual sites will determine the daily activity schedule based upon the identified needs of the targeted student population and any other programming at the site. Nine (9) sites will be Site-Based sites. Each of these sites will employ a full time Site Coordinator. School staff and a selected number of Part Time hourly college students will fill the roles of program staff. One (1) site will be overseen by a contracted provider. Clayton YES will be responsible for hiring the Site Coordinator and will fill roles with school staff and PT hourly individuals.

The proposed program start date aligns with the start date for the other 50+ sites that are locally funded.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWAS abides by all safety procedures designed by the FWISD Emergency Preparedness Department. Each year staff from the emergency preparedness team provide high quality training on topics such as fire drills, tornado drills, active shooter and shelter in place for the entire FWAS Team. All sites are required to provide drills on a regular basis in order to familiarize themselves with proper procedures and protocol.

FWAS also requires each site to have, at a minimum, an individual that is certified in lifesaving techniques (CPR, First Aid). FWAS also partners with the FWISD nurses to provide training regarding food and blood borne pathogens. All sites are required to have a first aid kit on site in the event of an accident.

FWAS staff requires participants, regardless of grade, to sign in and out of the program. FWAS Project Directors regularly check sign –in/ out handbooks to ensure compliance. FWAS requires all participants to register via the FWAS Registration Form that includes:

- Whether a student will ride a bus, be retrieved by parent/ guardian or walk home,
- Whether the student has any known allergens or any other type of medical condition,
- Emergency contacts with phone numbers,
- Photo and Digital Media release, and
- Permission to participate in approved field trips.

Students and parents are also required to acknowledge that all students are governed by the Student Code of Conduct and are held to the same expectations that they would during the school day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has developed an effective **Early Warning Index (EWI)** specifically aligned to drop-out danger signs for our students, primarily related to Core Course Failure Rate, Absences, and Disciplinary referrals. Using these data as well as STAAR test results, students will be selected to participate in activities aligned to their individual areas of greatest need. Special attention will be given to students exhibiting behaviors that may lead to a referral to DAEPs or JJAEPs.

1) Site coordinators and Family Engagement Specialists on all campuses will implement the **College and Career Readiness (CCR)** program model. The Site Coordinator will recruit students based on high EWI scores, maintain regular contact, and Family Engagement Specialist will assist with family advising and referrals on academic, personal, or home issues that affect a student's ability to be successful. Weekly small group college and career activity sessions with selected students will ensure that education maintains a vital issue for disengaged students, their teachers, and families. This model aligns to the "Check and Connect" evidence-based program, described by TEA/ICF as the only program which has had positive effects on Dropout Rate, Attendance, Credits, and Recovery. FWISD has had proven success with this concept through the United Way-funded Middle School Success Initiative. In its first two and one-half years, of the 1,291 targeted high-risk students 59% decreased absences and 67% decreased core course failures (or maintained zero).

2) **Evidence-based differentiated learning academic interventions in core subjects** on all campuses will be implemented in small group settings averaging six students with a highly qualified instructor, for a minimum of one hour per day, four days per week during the school year, and during the summer program. Using programs such as Think Through Math and Achieve3000, students will be pre-tested to determine current levels in reading, and will have personalized interventions designed to improve their understanding of the subject and performance on posttests. Coordination with school-day instructors will ensure that after school activities align to core course subjects. Numerous studies emphasize that the key to knowledge growth for students who are behind in achievement lies in personalized instruction in small-group settings that allow the student to see they are successful through ongoing monitoring and feedback. Creating a positive relationship with their tutor is important, as well as maintaining ongoing contact with school-day teachers and families. (Gordon, 2007; Fuchs 2008; Pierce 2010)

3) Students will also participate in **enrichment activities related to core subjects and curriculum** on all campuses led by highly qualified instructors such as science club, writing workshop; enrichment activities in the fine arts such as dance, music, painting, jewelry making; physical fitness and social development incorporating team and individual activities; life skills such as cooking and nutrition, gardening, financial planning and money management; workforce readiness activities such as technology skills, dressing for success; career exploration classes; and college planning focusing on admissions and financial aid and including college campus visits. Funds for these activities are detailed in the 6200 Schedule 8 budget under Professional Services less than \$10,000. Research shows that at all grade levels, high achievers spent more time in "high yield" out of school learning activities such as reading, studying, being tutored, playing with computers, attending after school programs and clubs, volunteering, doing a hobby and participating in organized sports (Clark, 2002; Klien, Bolus, 2002). External evaluation of FWAS and 21st Century ACE programming (Witt, 2008-2012) indicated that program participants performed significantly better on TAKS math and had more consistent school attendance. As reported by parents, participants were doing better on their homework, looked forward to going to school and were getting better grades. Additionally, among participants who were targeted for programming due to low attendance, school **attendance increases by participating in the FWISD's after-school program.**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Test scores, classroom grades, and input from teachers and counselors will be used to identify students and families who are in need of academic assistance and who would benefit from 21st Century ACE programming. In addition, students identified as at risk of involvement with the juvenile justice system, dropping out and/or facing other challenges to success will be identified through the **FWISD Early Warning Index**. This database gathers attendance, grades and disciplinary information to identify those students most at risk of failure or dropping out. The data is available in real time, which means quick and early intervention can take place to prevent failure to drop out. School administration and staff will work with Site Coordinator and Family Engagement Specialist to encourage participation of the targeted students through **personal visits and phone contact with parents and students, letters, flyers, web announcements, and outreach at school sponsored events.**

Parents and students will be asked to commit, in writing, to daily attendance in the program upon enrollment. The Site Coordinator, Family Engagement Specialist or Academic Liaison will follow up with each individual student who stops attending or becomes an irregular attendee.

FWISD has developed an effective Early Warning Index (EWI) specifically aligned to drop-out danger signs for our students. These are primarily related to Core Course Failure Rate, Absences, and Disciplinary referrals. Using these data as well as prior STAAR test results, students in need of intervention for academic success will be selected at each campus, with an initial priority to students who have at one time enrolled in FWAS, but did not attend regularly (30 or more days). Recruitment efforts for these students will include: personalized letters to parents and students inviting participation, individual contacts made to students and their families by FWAS staff, and lists of targeted students supplied to core subject teachers to encourage enrollment. Once the targeted project enrollment per campus has been achieved, the Site Coordinator will meet regularly with each student, the Family Engagement Specialists will institute regular feedback opportunities with students and parents, and both will review EWI status for all students on a regular basis. Site Coordinator will ensure that academic tutoring is aligned to the students' needs, and allows opportunities for regular success. Academic Liaison will assist with aligning after school academic program to daytime classes. Both Site Coordinator and the Family Engagement Specialist will assist with ensuring that teachers and parents are aware of student progress and are encouraging continued participation and growth by students. If students change schools or are otherwise unable to continue in the program, they will be replaced as soon as possible to maintain sufficient numbers of targeted students in the program.

Family issues have been identified as major factors in school attendance and participation issues, which places a major responsibility on the Family Engagement Specialist to work with families of targeted students to ensure that the family is actively involved in supporting the student in academic and after school success, and that families are participating in college and career programs and other project activities for adult family members.

Every effort will be made to ensure that students who change schools continue in 21st Century ACE /FWAS programming through database tracking and contact between site coordinators.

Enrichment activities are aligned to student interests, and cover a wide variety of topics to ensure that all students are able to find a program that matches their skills and talents and provides optimal opportunities for success and growth. Students are able to choose their own enrichment activities, and are encouraged to try new activities throughout the year to achieve experience in a broad spectrum of leisure or career interest fields. Instructors of enrichment activities are required to prepare lesson plans aligning their activities to TEKS, to add academic elements in a less-intensive setting. Student satisfaction surveys provide feedback on success of enrichment activities, and new activities are offered based on student requests.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will include a full time (40 hour week) employee who will each serve ten campuses to ensure that family engagement strategies are deployed, monitored and evaluated for effectiveness. The FES position will be posted on the FWISD Human Capital Management (HCM) website and HCM and FWAS will actively recruit for a diverse and qualified candidate for the position (including bilingual candidates). Rigorous screening and interviews will then take place to ensure that a well-qualified candidate is identified and subsequently hired. A concerted effort to align the efforts of the 21st Century FES and the District's Parent Liaisons has been initiated as of January 2016. The District has recognized that FWAS FESs is more successful in the recruitment and reattainment of parents of student participants. The FWAS FES will facilitate diverse activities that positively impact the families of student participants. FWAS is fortunate to have a former FES (now a locally funded Coordinator) who has been extremely successful with the recruitment of families. She has agreed to train and mentor the hired individual. The FWAS FES will collaborate with District Parent Liaisons when the opportunity presents itself at a designated campus. The District's Parent Liaisons utilize the Joyce Epstein model to build support. The Parent Engagement office has extended an opportunity for the FWAS FES to cross train so he/ she might utilize the Epstein model for increasing parent support. The Parent engagement department is also responsible for tracking all volunteer hours and activities attributed to parents on each of the District's campuses including supporting the District's Parent Portal, Parent University, Volunteer Celebrations, Read 2 Win and other district sponsored family engagement events. FES will work closely with this department to track participant's family activities.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There is a nationwide need for new practices, strategies, and models for building parents', families', and guardians' awareness of their role in improving their children's educational outcomes. Additionally there is a nationwide need for enhancing parents', families', and guardians' knowledge, skills, and abilities to support student learning and school improvement and a corresponding need for school staff to support and cultivate environments welcoming to parents and to build relationships that increase parents', families', and guardians' capacity to support their children's educational needs. This same need exists within the Fort Worth community and at the FWISD schools selected for this proposal. The FES will meet regularly with the Project Director and Site Coordinators to strategize and formulate plans to recruit participant families. The FES will attend the mandated monthly meetings with each school's administrative team and the Project Coordinator and Site Coordinator. The FES will also discuss recruitment strategies with school staff as they have a line of communication with each of their students' families. The FES will attend school sponsored activities such as open houses, award/ recognition ceremonies and athletic events to make contact with participant families. The FES will also be present at program dismissal to make contact with parents as they retrieve their students. FWISD faces several challenges to effective parent involvement. In the majority of these homes, the first or only language is Spanish, presenting major communication barriers with FWISD secondary teachers and administrators. The demographic shift toward a Hispanic and Spanish-language dominated community has been very rapid—increasing from 35% to 60% in only 10 years. Each year the district sends out surveys to parents of all students in order to gauge parent perceptions of FWISD and to assess parent needs. Overall, parents were most concerned with communication from the campuses; parents suggested frequent updating of the school and district websites, increased opportunities to meet with teachers, and more timely information on activities and events. The FES will focus on meaningful ways to engage families with lower educational status to ensure all families are represented in the campus decision making.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220905

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be an important member of the After School administrative team for this project. The FES and Project Director will work closely together to ensure that the program offerings for the participants' families at each campus are needed, vibrant and well-attended. In addition, the FES will work closely with each Site Coordinator in these areas:

- assisting with the design and dissemination of surveys;
- recruitment of parents;
- bringing in guest speakers and community collaborators;
- developing a useful parent center and parent information board on each campus;
- creating flyers to advertise upcoming family event and parent classes;
- making sure that each campus offers a minimum of two regularly recurring (minimum of once per month), literacy-based classes for parents; and
- assisting in the ongoing communication process with parents and community members.

Regularly recurring, literacy-based family engagement activities will include weekly or monthly classes such as:

- ESL
- GED
- Health and Wellness/Exercise/Zumba
- Computer Literacy
- Financial Literacy
- Job Search
- Couponing
- Healthy Cooking/Living
- Rosetta Stone
- Effective Parenting
- Parent Café
- College Planning For My Student

The FES will assist the after school administrative team on each campus with Parent Interest Surveys each term, not only to gauge the parents' interests/needs, but also to identify the days and times that are best for the parents to attend activities and classes. Recurring classes may meet during the school day, on weekday evenings, or on weekends. Every effort will be made to accommodate the schedules of working families. If necessary, activities will be offered to younger children of parents while they attend their classes.

Another important part of the Family Engagement Specialist's job will be to develop positive working relationships with resources in the community that will be helpful to the parents, and encouraging collaborations between the community resources and each campus's parents. Examples of collaborators are: banks and credit unions, FWISD Family Resource Center, Strengthening Families, Santa Fe, Catholic Charities, World Relief, volunteers from local community colleges and universities, organizations offering ESL and GED classes (including FWISD Adult ED), Health & Wellness providers, school counselors, and many others.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **22**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter

☐ Documented phone calls

☐ Meetings

☐ Fax

☒ Email

☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **Not Available**

Check box only if there is no data available to determine the number of eligible students: ☒

Total Nonprofit Participants

Total nonprofit schools participating: **0**

Total nonprofit students participating: **0**

Total nonprofit teachers participating: **0**

No nonprofit schools participating: ☒

No nonprofit students participating: ☒

No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter

☐ Documented phone calls

☒ Meetings 3/21/16

☐ Fax

☒ Email

☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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